Let's Lecture Less

A short book of quotes and commentaries from a Guide On The Side

Steve McCrea
GuideontheSide.com

with Mario J. Llorente Leyva

Dennis Yuzenas, one of my favorite guides on the side

This short book will give you the essence of the Guide on the Side philosophy.
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You can be part of the transformation. Why not photocopy and put up the posters at the end of this book?

The purpose of this book is to:

a) Give you quotes to stimulate your thoughts,
b) Attract like-minded people together through the Internet,
c) Introduce you to GuideOnTheSide.com and
d) Transform schools.

Find the Facebook page "Guide on the Side."

There are videos to support the message of the book. Find them at youtube.com/VisualAndActive and youtube.com/aguideontheside.

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This quotation inspired me to compile this book.

> I decided to stop lecturing several years ago and my students have been active and engaged in class ever since. But once in a while I slip back into that lecturing habit, and the minute I do, my students also slip back into that stupor that made me abandon the practice in the first place.
>
> James Zull (2002), *The Art of Changing the Brain*, page 127

So, we have to create a new mindset about "What happens in a classroom?"

To begin, let's lecture less.

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Sometimes the best textbook is a magazine.

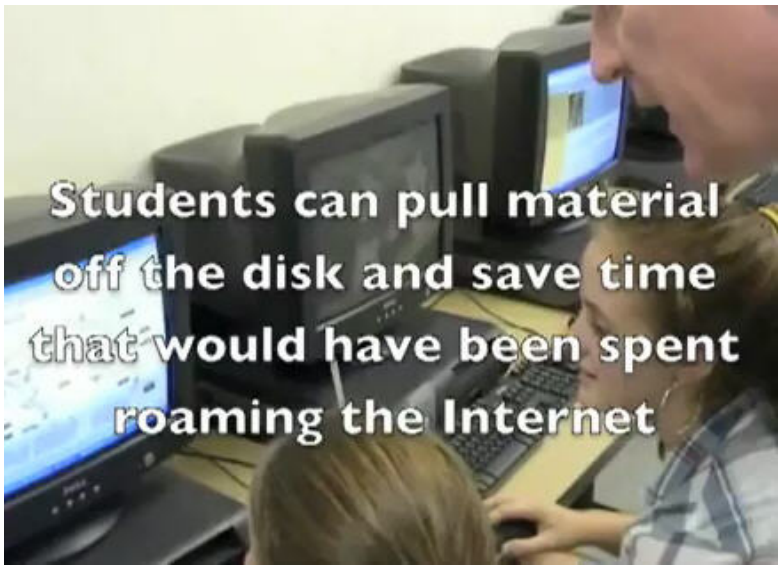
1
Quotes

The quotes marked with "aphorism*" are often exchanged between teachers. Your help is needed to find out who said them first. Quotes are in Helvetica (non-serif) font.

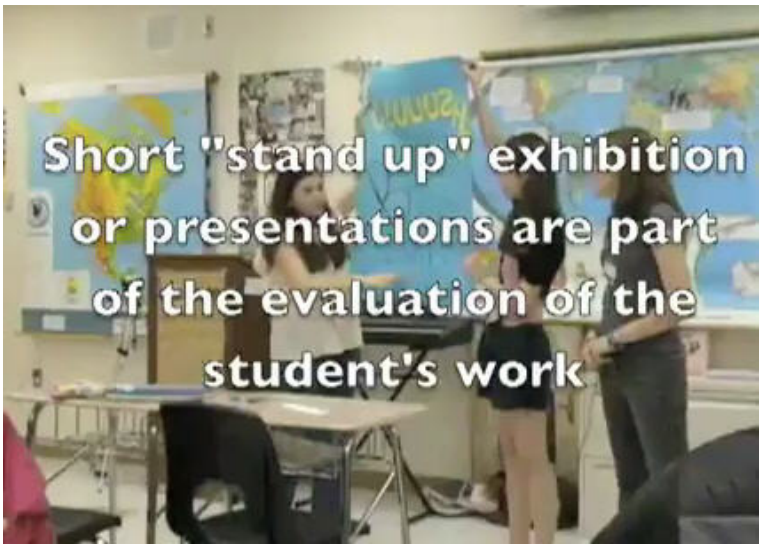
The teacher of the future is a GUIDE on the SIDE, not a sage on the stage. *Aphorism**

Students in a social studies class in Bak Middle School of the Arts, West Palm Beach, Florida. I watched Dennis Yuzenas act as a guide on the side (photos in this book come from visits in 2009-2011).

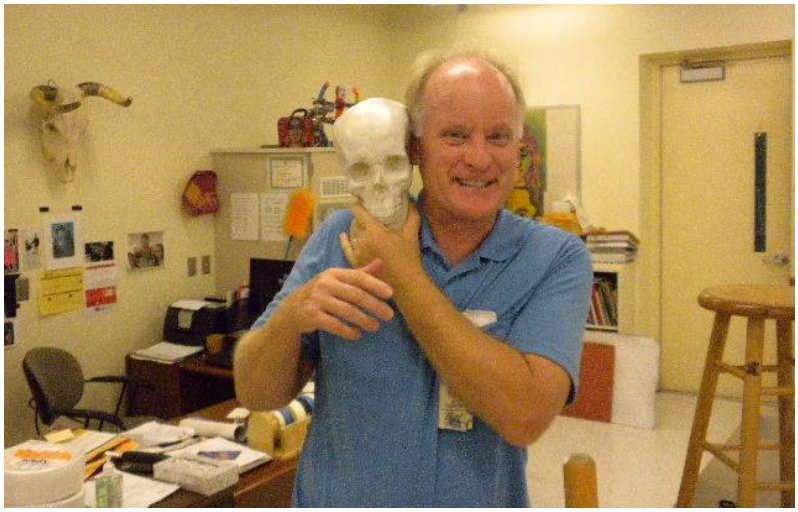
Education is NOT the filling of a pail, but rather the LIGHTING of a FIRE. *W. Yeats*



Most students might forget what you taught them, but they will always remember how you treated them. *Aphorism**



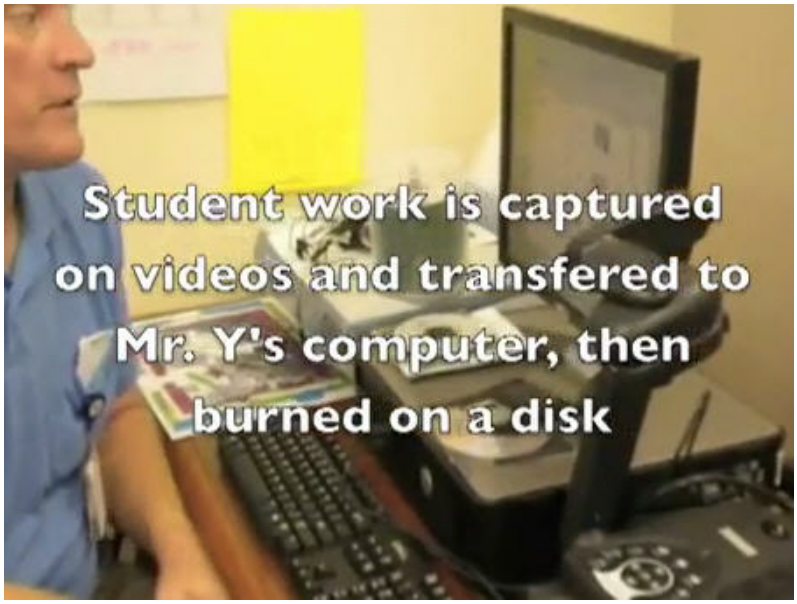
I am a big obstacle to bringing Computer Assisted instruction into the classroom, because I love to perform. *Steve McCrea*



I never let school get in the way of my education. *Mark Twain*

Drive out fear. *W. Edwards Deming*

Keep "Talking Time" to a minimum. *Aphorism**



The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist." *Maria Montessori*

Let's create people who are capable of doing new things, not simply of repeating what other generations have done. *Jean Piaget*

Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will

check that they have learned it. *Dennis Yuzenas,* WhatDoYaKnow.com

Dennis Yuzenas set up this green screen in his classroom. *Recommended: Get the camera closer to the speaker to improve the intimacy of the audio.*

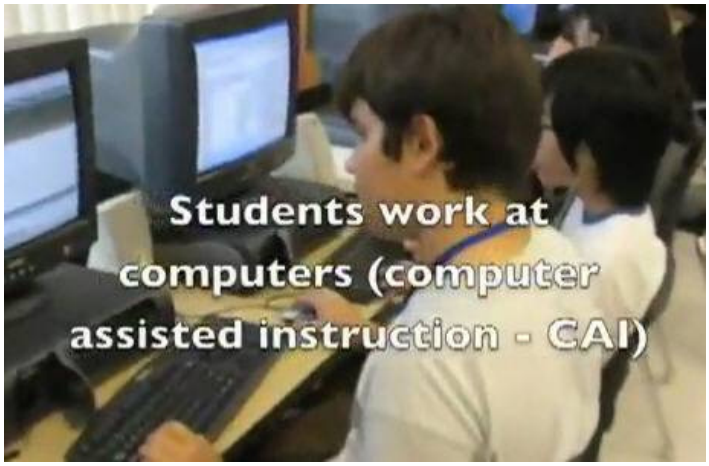
Until we find the child's passion, it's just school. When the child finds his passion, we teach to that passion. We can find internships for high school students: Kids say, "I love this internship!" *Dennis Littky,* www.MetCenter.org

Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about bringing out what's already inside people. *Dennis Littky, www.MetCenter.org*

Students take turns making presentations in Boca Raton International School, Boca Raton, Fla. The school uses the International Baccalaureate, which emphasizes the need for projects and discussions (ibo.org and bocaprep.net).

If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways? *Howard Gardner, Intelligence Reframed,* p. 167.

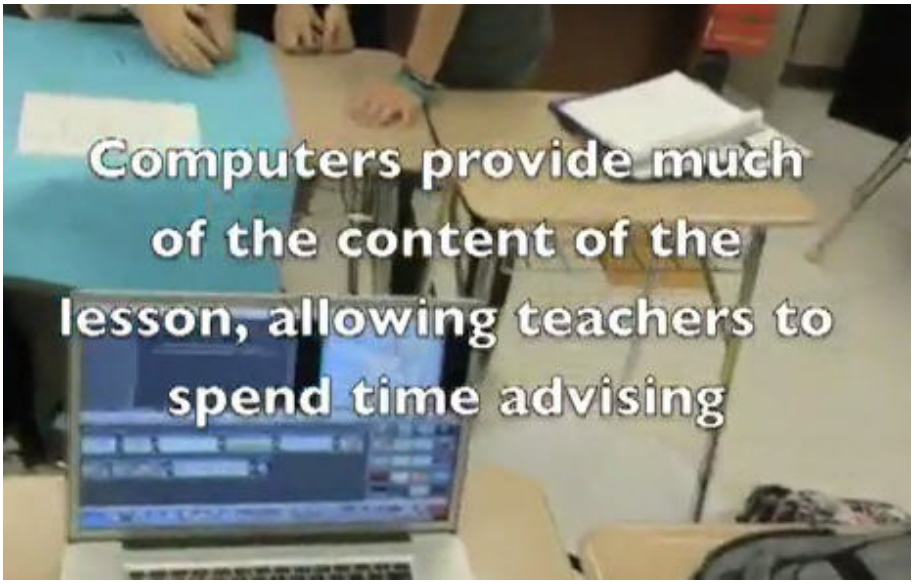
Trust. Truth. No Put-downs. Active Listening. Personal Best. *Seen on a banner at www.NewCitySchool.org, St. Louis, Mo.*



The voyage of life must be seen as an adventure. People learn from experiences - good, bad or indifferent. Aren't we blessed with brains (much of which we don't even use), aren't we social beings (and seek to create barriers to separate ourselves)? Somewhere along the line, the spirit of exploration, that buzz of excitement at finding something new, has got lost. The urge to ask questions, query everything, be satisfied with nothing until our own uncertainty is cleared up, has died in the glass. Why should "adults know everything" when it is patently not true, and why should children have the amazing feeling of wide-eyed discoverers hammered out of them in regimented classes taught by dull, jaded teachers with no inspiration? ***If it's Tuesday, this must be page 46.*** Why should children be treated as "ignorant"? Invention means: "If you can make it work, if nobody's done it like that before, you're an inventor!" ***Don't we need inventors?***

Where is the joy of discovery? The disappointment when something doesn't work? Or simply the Simpson-esque feeling of "Meeh"? We need all of these, and our collaborative spirit, to try again, change something, create.

Break the chain. Involve the children, then the parents and the libraries and all the media, and the neighbours and the teachers and the local councillors and the representatives, Congressmen and women... Give ourselves the proverbial kick up the .... . Remove the fuzzy comfort zone and seek newness. Share. Live more! *Cary Elcome* English language teaching expert (academic, specific and general), examinations trainer (TOEIC, TOEFL, IELTS, EIKEN), theses and dissertations editor and proofreader, business text writer. Bradstow2@yahoo.co.uk



How can projects and discussions be helpful to students who are not linguistic, sequential learners? How do projects help the random learner who has auditory or visual, musical or interpersonal, or kinesthetic learning style? **Answer:** Within a project there are many different ways that individuals can make a contribution. For example, they can build a model; they can draw a picture; they can do some research and make a presentation to others; if it lends itself, they can write a short play; they can compose a song. A project allows people to work together to accomplish a task where each can contribute to the whole. Soft learning (such as team responsibility, sharing, critical thinking) is the goal. *Abraham S. Fischler*

Should teachers be entertainers? I want to say instead: ***Learning should be fun to the learner.*** Classrooms should be exciting. **Students should be the performers.** Teachers should be facilitators and motivators, asking students to think about challenging problems. Teachers should reward success, using language that makes learners feel good about themselves: *"You can do it."* *Abraham S. Fischler*

Mario's four-part use of quotes

Quotations are effective ways of engaging the mind with "scaffolding" (support). By asking the student to focus on someone else's excellent thoughts, we assure the student that it is time well spent. The student will receive the reward from that effort and might turn to look at another quote.

Exercise 1

The teacher has ten quotes and ten interpretations. The teacher asks a student to read the quote and then asks students to work in pairs and small groups to figure out what the quote means.
Procedure: A student reads a quote and asks, "What does this mean?" The students then discuss in pairs and small groups. The teacher can model an example, if necessary.

Exercise 2

The teacher has ten quotes and eight interpretations. The students try to match the interpretations with the quotes. The students work in pairs and small groups.
Procedure: A student reads a quote and asks, "Who has the interpretation of this quote?" Another student answers, "I have it." Then the group listens to the interpretation and decides if the match is correct.

Exercise 3

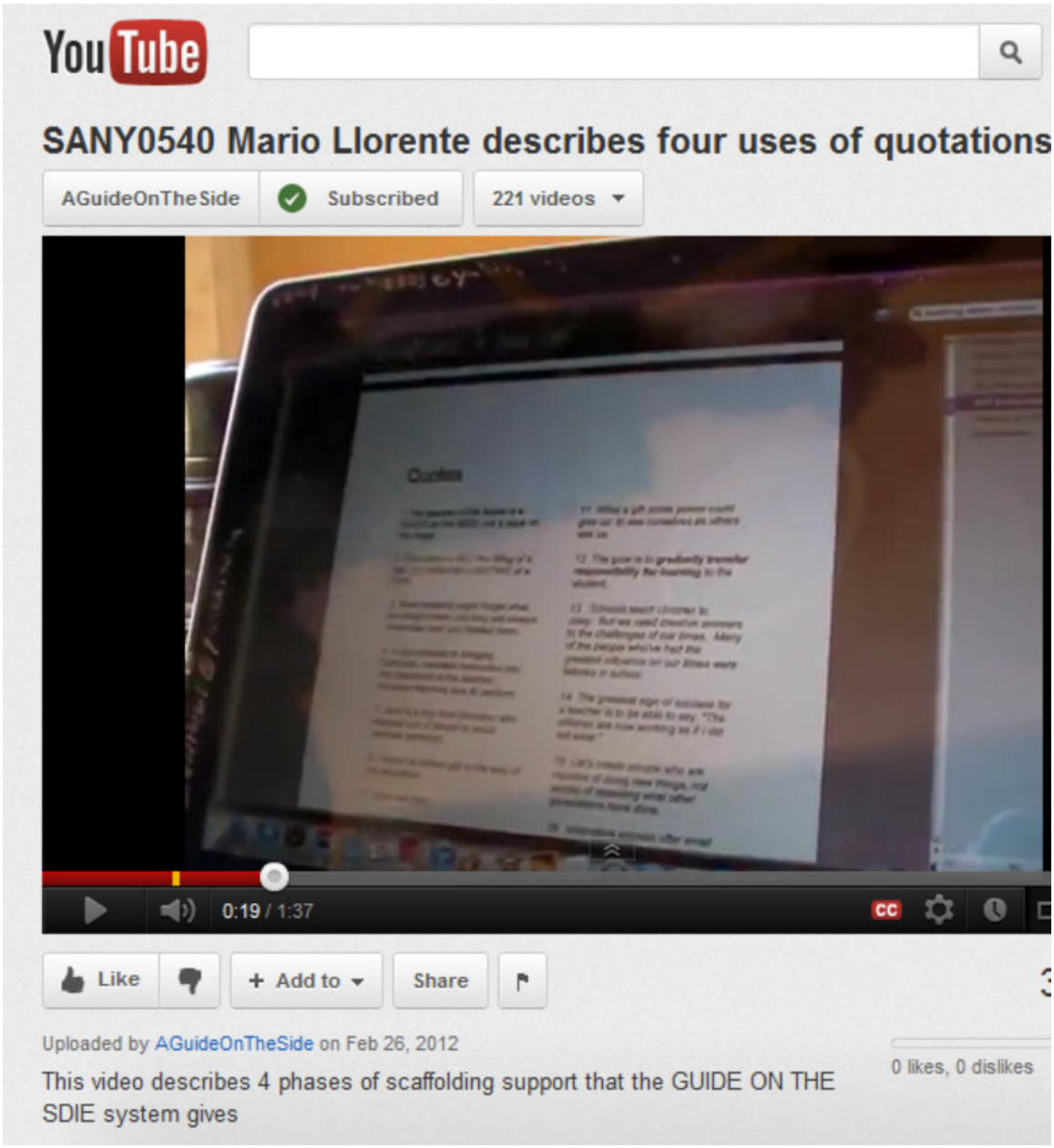
Now the students have to find the quotes in a list or book that the teacher provides.
Procedure: Each student then builds an interpretation of the quote, writes the interpretation, and the interpretations are shuffled and distributed. The group then tries to match the student-written interpretations to the selected quotes.

Exercise 4

In the highest level of the game, the students WRITE their own quotes. They make up something that they have never seen written in that particular way. (This stage is fairly advanced and is suited for older students.)
Procedure: Each student also generates the interpretation, as in Exercise 3, and the quote and interpretation are separated, shuffled and distributed to the teams as in previous exercises.

This activity is described on Youtube at "Mario Llorente quotes"

Mario: The activity itself is less important than what happens later. A student who has heard an important quote, which is a highly distilled idea, will probably think about that idea later that day or when the quote is seen on a wall. The definition and interpretation of that quote will resonate in the student. Four or five days later, you'll say, "Do you want to play the game of quotes?" and they'll say, "Yeah!"

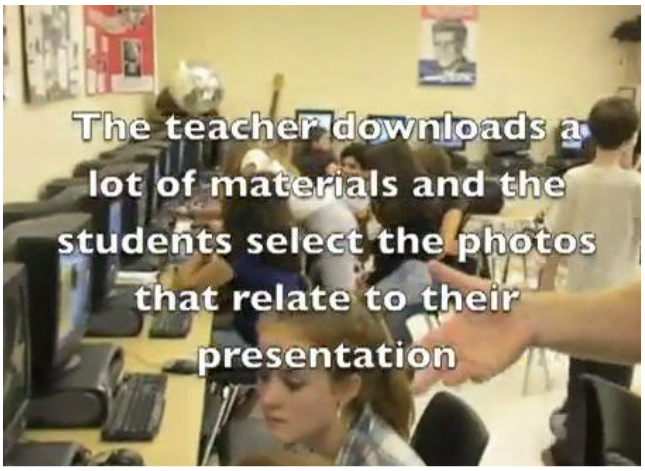

YouTube
SANY0540 Mario Llorente describes four uses of quotations
AGuideOnTheSide
Subscribed
221 videos
0:19 / 1:37
Like
+ Add to
Share
Uploaded by AGuideOnTheSide on Feb 26, 2012
This video describes 4 phases of scaffolding support that the GUIDE ON THE SDIE system gives
0 likes, 0 dislikes

2
The end of lecturing

Let's stop speaking to everyone at the same time

Let's Lecture Less

A typical lecture at university involves a speaker giving information to an audience. Students take notes and then they ask questions at the end of the presentation. Schools have depended on this method of teaching and learning for centuries. Entire industries exist because many teachers use lectures as the primary method of communicating with students.



Here are things we know now after years of research:

1. Speed: We students learn at different speeds.

2. Methods: We learn differently. We have different learning styles. We take in information in different ways (Howard Gardner)

3. Performing Our Understanding: Since there are many ways of taking in information, so why don't we use many different ways to show that we learned something? Howard Gardner calls this a "performance of understanding."

an essay
a multiple-choice test (also known as a multiple-guess test)
a fill-in-the-blanks test
a stand up exhibition (Met Center in Providence Rhode Island)
a project
a video
a digital portfolio (see http://www.hightechhigh.org/schools/HTH/?show=dp)

a poster

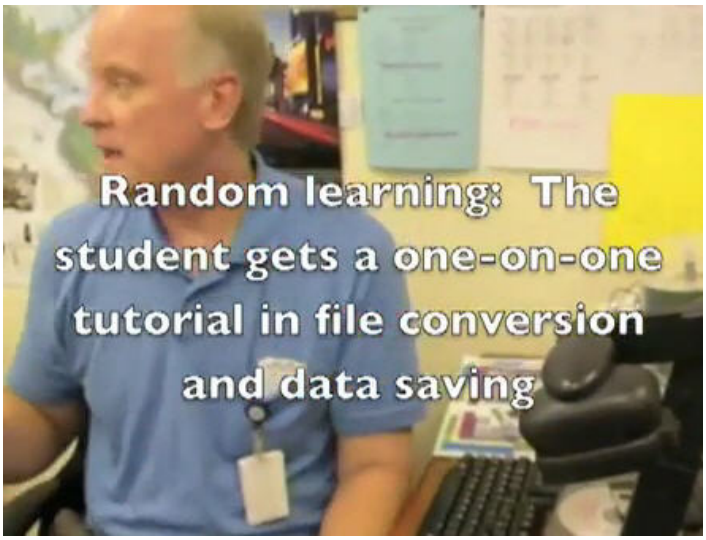
4. Motivation: Our listening improves when we are motivated to learn. Our listening improves with "test-teach-test" -- when teachers ask questions first, creating gaps of understanding, then there is a desire to fill those gaps; the teaching can be unstructured or structured discovery by the student, then the second test checks the comprehension.

5. Learning with projects. There is an engineering school in Arizona that has no separated courses. The program is designed around projects. You don't take a course in statistics or chemistry, you include statistics and physics in your project. A high school that uses this concept is Met Center in Providence, Rhode Island. One teacher advises 15 students in all subjects for four years. Subjects are integrated in projects.

6. Participation: Many of us love the word "lecture." Many of us believe that listening to a professor speak is the premier method of mass instruction. We believe so strongly that students need to listen to the professor that we call them the "audience."

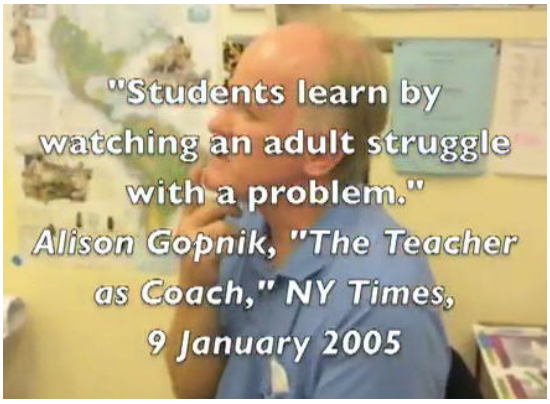
From now on, let's ask the audience to do the "Lecture of the Future." **The speaker is in the room to check the understanding of the audience.** The purpose of the class is **not** to hear the speaker talk. The speaker's purpose is to check the understanding of members of the audience.

We learn much from our peers. The clever teacher divides the text into parts. Groups of students prepare presentations about the reading. The teacher does not give a lecture because the students are taking turns giving parts of the lecture. The teacher checks understanding and fills in extra information. You can see this working in a video on YouTube (search "omar vasile").



The entire class session should be recorded so that the presenter can learn how to improve and the participants don't need to take notes (or they can later check what they wrote against the YouTube upload).

Every spoken question is typed and projected on the wall to "get inside the world" of the slower listener.



KEY POINTS

No more boring classes: If students fall asleep in class, the teacher is offered additional training and support.

No more "audio-only" public announcements in schools. Someone writes keywords on the board to assist students who prefer to read to receive information.

Thank you for your attention. Any questions?

From the December 2011 issue of Discover magazine:

More interactive approaches include immediately and repeatedly putting new information to use. *Students in science courses were continually asked questions and the students were put into small work groups to solve problems using the material they had just learned.*

In a recent study, one section of a physics course about electromagnetic waves was taught by the cognitive approach, while another section was taught by the standard course lecture. The first group scored an average of 74 percent when tested on the material, while the second group scored only 41 percent.

Teachers tend to focus on one subject for several classes and then move on to another one, often causing students to lose touch with whatever knowledge they had just acquired.

But recalling old lessons is just a matter of training. *A group of students was briefly pushed every day to revisit earlier material, while a second group just moved ahead with the new material. "After eight weeks, the group that did daily reviews became just as good at switching back and forth between new and old material as adults are," she says, adding that test scores also increased. "It's a simple classroom change that can make a big difference."*

Science Finds a Better Way to Teach Science: Get rid of the classroom lecture by David H. Freedman (Impatient Futurist) http://discovermagazine.com/2011/dec/16-impatient-futurist-science-finds-better-way-to-teach/ (These four paragraphs are reprinted to promote discussion. We hope that Discover Magazine supports this sharing of information.)

When teachers try to make instruction equal for all students, they will fail. Rather, the teacher … should provide **a wide collection of activities** that make possible **equivalent learning experiences for students** using approaches that recognize **fundamental differences between learners,** distant and local. Equivalence is more time-consuming and difficult, but promises to be more effective.

Michael Simonson, *Trends and Issues in Distant Education: International Perspectives,* page 285

I think a student like me should use really modern methods. To learn English (or another language), studying the perfect grammar at school is only the beginning. The real way to learn English perfectly is practicing. So it's a really good way using Facebook (for example, my best friend's American, so I always talk in English with her and it really helps me) and then talking about things we like.
You should give the student all the things you know and then let her choose the things he/she wants to do. Most teachers think that being under pressure makes us give our best. **THAT'S NOT TRUE.** When I'm anxious or nervous, I really cannot do anything. It's like I am blocked. So I think that the right way to improve is feeling comfortable and doing things that interest us.
Arianna Costantin, Milano, 13 August 2010

Two teachers shared with me how they work as "guides on the side."

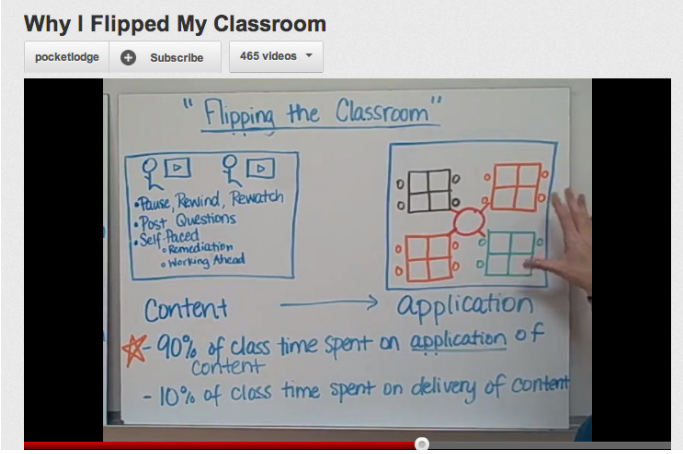
I teach college level students and find peer tutoring to be a good strategy. **Being able to show others how to solve problems and discuss different approaches is effective.** It builds their confidence in their skills and the small group is less intimidating. As the semester goes on I often find students in our math lab working together on assignments and studying for exams. *Eileen Perez*

It is important to learn by doing. I teach students ages 5 to 7 and I ask them to teach each other ("peer-tutoring"). They learn from each other so well and the teacher can accomplish the same objectives without lecturing.
Hands-on-activities also help students retain information. I agree with the quote by Zull (2002), since lecturing does not help me retain very much information. *Aparna Bhargava*

3
The Skillful Use of Lectures

In defense of the proper use of the lecture

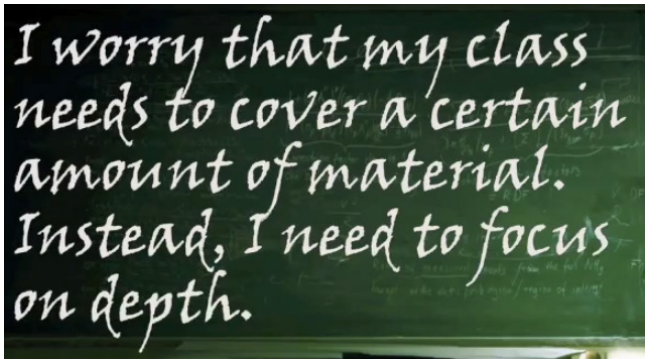
By Mario Joel Llorente Leyva



The lecture is an important way of building rapport and respect in the students. When students hear a stimulating delivery of a well-reasoned argument, they admire the speaker. The lecture can quickly fill the audience with a sense of awe.

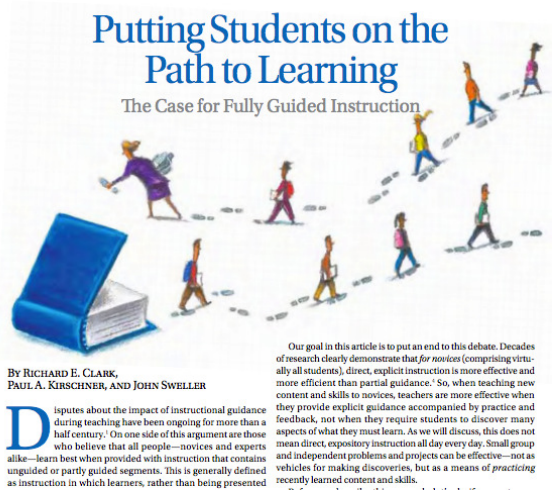
Think of a politician. How do we judge that person? By how much he or she makes us think? By how much we learn from that person? Or by how we are impressed by the arguments that the politicians deliver to us?

In the same way, **a good teacher will inspire the audience with the lecture to learn more, to emulate the style, to learn how to impress other audiences.** A lecture is an important start to a strong relationship between teacher and student. The lecture might not be the most effective way for transferring information into long-term storage, but it is an excellent way for motivating students to take time to learn. A lecture might be the way to start the conversation between teacher and student. The lecture is a way to open a door for the students to perceive a new world.



A lecture can stun the students, inspire them and fascinate them. There should be well-placed lectures scattered in every course, even if each mini-lecture is

only two minutes long. It is long enough to catch the attention of the students and then fill them with a desire to duplicate and surpass the teacher.


Putting Students on the Path to Learning

The Case for Fully Guided Instruction

By Richard E. Clark, Paul A. Kirschner, and John Sweller

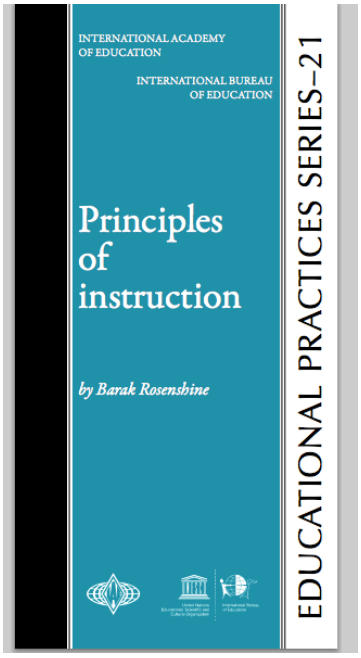
Disputes about the impact of instructional guidance during teaching have been ongoing for more than a half century.[1] On one side of this argument are those who believe that all people—novices and experts alike—learn best when provided with instruction that contains unguided or partly guided segments. This is generally defined as instruction in which learners, rather than being presented

Our goal in this article is to put an end to this debate. Decades of research clearly demonstrate that *for novices* (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance.[2] So, when teaching new content and skills to novices, teachers are more effective when they provide explicit guidance accompanied by practice and feedback, not when they require students to discover many aspects of what they must learn. As we will discuss, this does not mean direct, expository instruction all day every day. Small group and independent problems and projects can be effective—not as vehicles for making discoveries, but as a means of *practicing* recently learned content and skills.

Then the lecturer can step back and facilitate the learning.

Which is better: Learning by discovery, learning in a group or learning from a lecture?

Richard Clark, a professor at University of Southern California, has written several articles (with Paul Kirschner and John Sweller) analyzing the benefits of "fully guided instruction." This might include short lectures. When this book was started, the focus was on reducing the teacher's time spent in lectures. Now we see (with the growth of the flipped classroom) that there is an important place for a lecture that the student can control. **What happens when we ask students to watch the instructor at home or while sitting in a comfortable chair, perhaps stopping and taking notes?** The student arrives in the classroom ready to ask more questions or ready to discuss the information that the lecturer gave.



Yes, we should lecture less in the classroom. We teachers can continue to lecture, but let's lecture more often on video so that the students can decide when and how much of our talking they will absorb.

Recommended Reading

Richard Clark's article "Putting Students on the Path to Learning" (with Drs. Kirschner and Sweller) at http://www.aft.org/pdfs/americaneducator/spring2012/Clark.pdf. You can find it by searching for "Clark American Educator 2012."

Look for Barak Rosenshine's article in the same issue of the magazine. His "Principles of Instruction" are listed here. "Principles of Instruction: Research-Based Strategies That All Teachers Should Know." Search for "Rosenshine American Educator 2012." http://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf

The article is adapted from a pamphlet that the United Nations distributes.
http://unesdoc.unesco.org/images/0019/001906/190652e.pdf (English)
http://www.ibe.unesco.org/fr/services/documents-en-ligne/publications/pratiques-educatives.html At this link, you can find the pamphlet in French, Portuguese and Spanish.
http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21s.pdf (Spanish)
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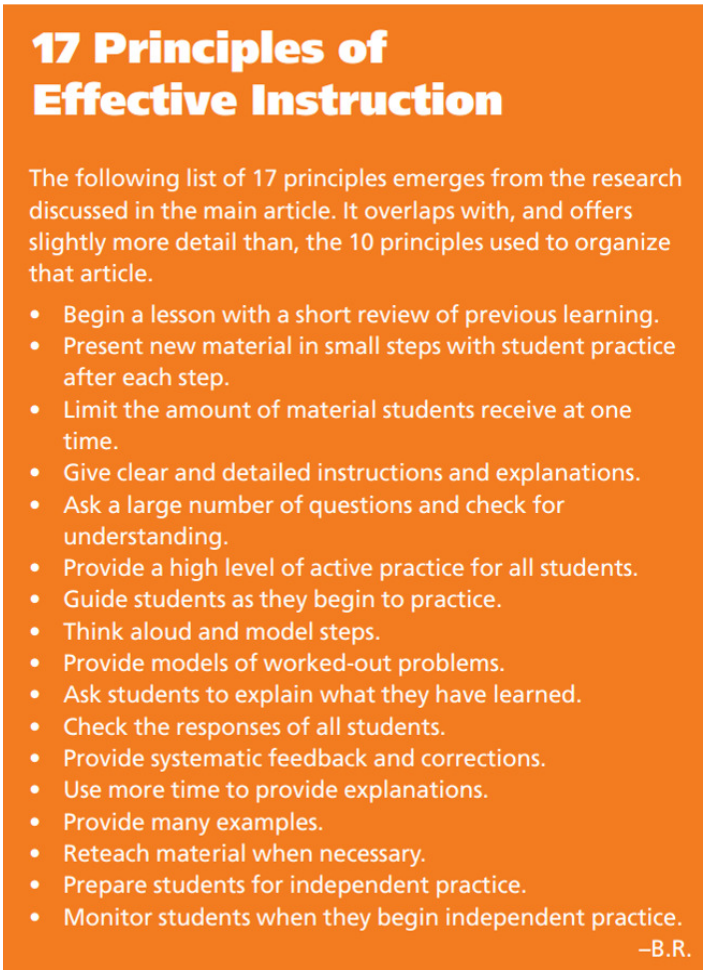

17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

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4
Ten Points

I hope the quotes and the photos in this book so far have created in you a new definition of "school." Instead of a place where you must "be quiet, take notes and repeat what the teacher says," school can be a place where students discover their strengths and develop new skills.

I put this story on my website www.GuideOnTheSide.com:

The story
In 2009 I was teaching a class of students from Italy and three of their teachers asked to sit in my class. The teachers took notes. "How did you learn to teach this way?" they asked me. "I copy Dennis Littky's method: (1) Ask students about their goals. (2) Help them learn the skills they need to reach their goals."

Theory: Teachers of English in classes of fewer than 14 students tend to spend less time lecturing. These teachers usually ask students **"what do you want to learn to talk about?"** They can show other teachers how to lecture less. James Zull observed that his students fell into a passive state of mind when he lectured to them. He stopped talking at his students and **he asked them to do projects and to ask him questions.** Sometimes he starts talking at his students again ... and they start to become passive again ... page 127 in his book *The Art of Changing the Brain (2002).*

Teachers of English know how to get students involved in the lesson -- and teachers of other subjects might copy those techniques to make their lessons **more active and engaging.**

Below are some of the basic techniques that I use in my classroom. I invite you to contact me with suggestions. How about inviting me to your school? We can exchange tips. I tried to identify ten points and I threw in some more as a bonus. To learn more about these points, please visit GuideOnTheSide.com.

1. Each child has an **individual education plan** (IEP) based on the student's strengths, personality and learning style.

2. **A focus on passions:** Each kid studies the parts of the curriculum he wants to

3. **Connect the curriculum with skill building.**

4. **Learning by watching**, learning with hands-on experience.

5. **Exhibitions in addition to written tests.**

6. **Projects, discussions and student presentations in place of lectures.**

7. **Narratives in addition to grades.**

8. **Portfolios instead of a transcript.**

This is an example of a digital portfolio at HighTechHigh.org.

9. **"Take Apart Laboratory"** or workshop, where broken items (fans, computers, air conditioners, refrigerators, car engines, etc.) are taken apart and analyzed (and, if possible, reassembled) by students.

10. **Learning through stories.** Ethics and inner strength are acquired by telling stories like Stanley Milgram's experiments, giving time for contemplation, and showing complex and morally ambiguous situations to the students.

Time is a variable*: students progress when they master a subject, not according to a fixed calendar related to their age group. ***The phrase is promoted by Dr. Fischler abe.TheStudentIsTheClass.com*

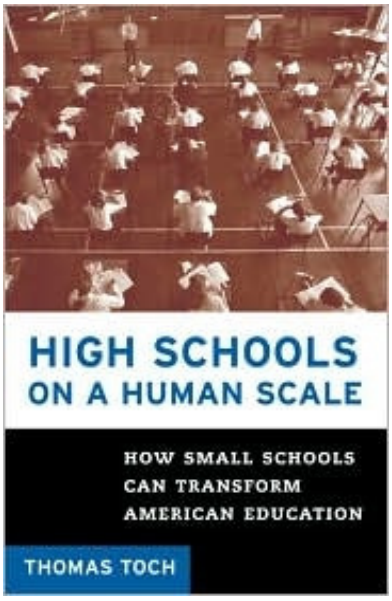
Students are taught to suspend judgment (gathering information before leaping to a conclusion)

Lateral thinking exercises (EdwarddeBono.com is a leading source of out-of-the-box thinking).

Long-term relationships with the teacher are important.

No more boring classes.

No more boring lectures.



Remarkable schools are described in this book.

5
Global Skills

COLL____ATE
COMM___ATE
CR__T__ TH___KING and PR_BL__M S__LVING
CR__T___ITY and IM___G__N__TION
C__R____ITY
C____RT___SY and ET____Q___TTE
INI____TIVE and ENTRE_____NEURING
INT____ITY and HON_____TY
AG____TY and AD___PT___ITY
ACC____SS and ANA____ZE information

Tony Wagner, a professor at Harvard University, wrote a book called *The Global Achievement Gap.* He identified seven important skills that students need in the 21st Century.

My mentor Dennis Yuzenas added "courtesy and etiquette." Will Sutherland at QBEAcademy.net added "integrity, ethics and honesty."

To help you remember these items, think of CIA. CCCCCC I I A A

When people ask me, "What do you teach?" they usually mean, "What subject do you teach?" I reply, "I teach the nine global skills. My students think that I'm a math teacher, but I'm preparing them to become global citizens."

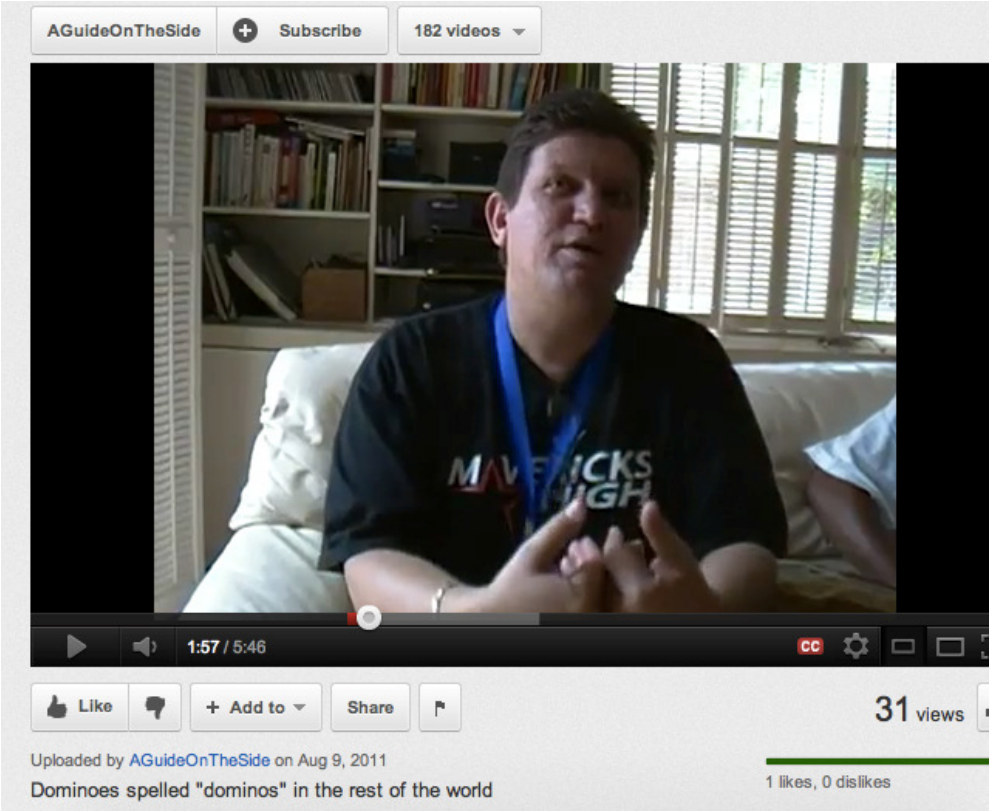
Math is everywhere, History is everywhere, French and Spanish are everywhere, and Chemistry, Physics, and Biology are everywhere. As a math teacher, I might be the perfect person to teach writing or history to a student who loves math but doesn't like other subjects. I might be the wrong person to teach math to someone who hates math, unless I say, "M@ is a four-letter word" and I use other ways of teaching.

I met a remarkable principal, Dana Ligocki, who collected puns with words about math. Look at this unforgettable way of talking about numbers: "Dear Math, I'm not a therapist. Solve your own problems" and "Never drink and derive."

A math board by Dana Ligocki, Life Skills school in Fort Lauderdale, Fla.

Another principal, Diane Grondin, told me to focus on the individual. "Do whatever it takes to make math real for each student. Don't teach to the middle. Find what works and do it." So I put a number line running along the edge of the ceiling of two walls with square roots next to each number. "Square root of 625" was under "25" so the students can see the relationship.

Warren Buffett and Bill Gates advocate teaching bridge to build skills of collaboration.
Mario Llorente (abcdominos.com) promotes international dominos for the same reason.



Here are the answers to the missing letters.

COLL_abor_ATE
COMM_unic_ATE
CR_i_T_ical Th_in_KING and PR_o_BL_e_M S_o_LVING
CR_ea_T_iv_ITY and IM_a_G_i_N_a_TION
C_u_R_ios_ITY

C_ou_RT_e_SY and ET_i_Q_ue_TTE
INI_tia_TIVE and ENTRE_pre_NEURING
INT_egr_ITY and HON_es_TY
AG_ili_TY and AD_a_PT_abil_ITY
ACC_e_SS and ANA_ly_ZE information

There's a school in Los Angeles where these Global Skills are being built. Please visit **http://tinyurl.com/DDDLosAngeles** and learn more.

Get a copy of the Nightingale Initiative from New Learning Institute **http://tinyurl.com/DDDReport**.

The dining wall in Boca Prep International.

a poster by Ane and Irene

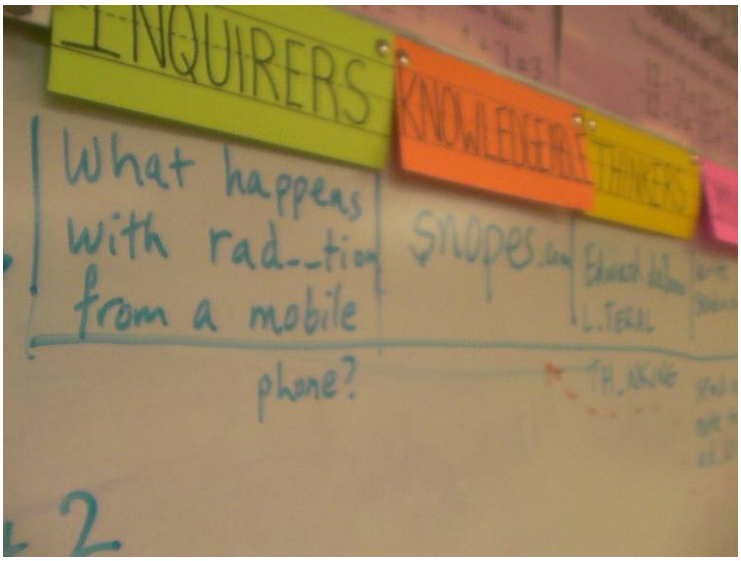
A student's opinion (about a "class with many independent projects")

I think this class is interesting and I believe it is because we can lead the lesson by suggesting topics, discussing and discovering new things on the Internet and changing the program if we don't like it or find it boring. I can't really suggest a way to make this class better since we have a lot of freedom and can change what we are doing according to what we would prefer much more.

What makes a class boring? The wrong topics, a boring teacher, bad classmates are things that can make a class terrible. Choosing a topic that is not fascinating or not putting passion in teaching destroys the attention of the class. Not helping in creating cooperation within the students is the worst thing a teacher can do.

Describe what you like about the class: I like the fact that students are nice and we get along. I love choosing every day what I want to do and I'm fond of discovering something I didn't know, such as "Save the Last Dance For Me" (a song that was sung in our class).

How can we improve the method? We could read more books, like the ones about the method we are experimenting with. Or we could keep some books on our own as I would like to do tomorrow, to practice with the reading with chapters that are more difficult than newspaper articles. *Giulia Mastrantoni,* 6 August 2010



I asked my students to find inspiring quotations. Here are some selections:

"Logic will get you from A to B. Imagination will take you everywhere." *~ Albert Einstein. …and curiosity will help you once you get there. See www.Youtube.com/InterfacetTraining*

"Your imagination is your preview of life's coming attractions." *~ Albert Einstein*

"All children are artists. The problem is how to remain an artist once he grows up." *~ Pablo Picasso*

"Man's mind, once stretched by a new idea, never regains its original dimensions." *– Oliver Wendell Holmes* Selected by Emilia Bonilla

Life is not a matter of milestones, but of moments. Selected by Sharon van Mourik

Building International Bridges with **BIBPenpals**

Improve your language skills with Skype, email and social networking. Does this idea work? **Here is a typical result:** John Lipkin, a high school student in 2006 (I tutored him for the SAT), came to my classroom and met Fernando from Colombia, Sezar from Turkey and Karim from Germany. John gave them conversation practice and was invited to the homes of these students — John visited all of them over the next four years. (Learn more by contacting John at **jalipkin@gmail.com**). BIB Penpals is an opportunity for your child to meet people who will give an "inside tour" of cities – when your child travels, the other student of English will be a local guide. Some of my U.S. students have traveled around Europe without staying in a hotel.
I invite you to contact me directly with your questions

954 646 8246 mobile
FreeEnglishLessons@gmail.com
Skype SteveEnglishTeacher

Students

You have Internet skills: Facebook, email, how to use Youtube to place a video of your school in easy reach of millions of people...
Why not get some community service hours using those skills to improve the lives of other people?

I am a teacher of English as a second language. Teenagers from Europe, South America, Africa and Asia come to Florida to improve their accents every summer. They return to their countries and ask me to find local U.S. teenagers so they can continue to improve their English.

You have what billions of people want: the U.S. accent. My students know British English, but they want to speak like you – you will help with "accent reduction."
If you choose to participate in this helpful mission, there are some rules:
a) Ask your parents to sit with you during the first contact by Skype.

b) If you feel uncomfortable, stop the contact and talks with your parents. ALSO: report the incident toFreeEnglishLessons@gmail.com. You should feel respected at every moment of the Skype call and there should be polite discussions in email and text chat.
c) Send me a copy of all email messages and Skype chat messages. I will use those records to calculate the hours of volunteer time.

d) Please request a letter for "confirmation of volunteer hours" once a month.

Message to Parents

For this project to work successfully, your help is needed. Since you are a savvy worldly wise person, you can size up a person who wants to learn English:
Is the person polite?

The people listed on this web page are students that I have taught. I have additional lists of people who have asked for free English lessons but I have not taught them face-to-face. They appear to be sincere people and they are desperate to improve their English.

If you speak another language:

Please consider translating this book into your language.

Let's get these ideas in front of more people.

You have permission to translate this book into other languages.

6
Help an Old Man
(invite a future old man to speak at your school)

I have information about how to use technology in classrooms to reduce the time that teachers spend talking. Why not share this information? When I'm sitting in my deathbed, I'll look back and remember the caring, compassionate, animated educators I met around the world.

Why not help a future old man collect some fond memories? Help build the memories in my head by inviting me to show you how to

- show your students **how to build** digital portfolios (like portfolios at HighTechHigh.org)
- use ebooks more effectively
- download audio tracks from Youtube (zamzar.com, keepvid.com)
- put your lectures online (just like Stanford, MIT and Berkeley)
- download videos from Youtube (so you have a digital library when the Internet is not available in your school)
- attract reluctant readers to books by using audio CDs
- build the nine Global Skills in your students with projects and discussions
- bring the world into your classroom with Skype and BIBPenpals.com
- lecture less with DVD and CD duplication
- use Facebook in the classroom
- use Scribd.com and other file sharing locations to reduce photocopying costs (more time for your family)
- build your classes around projects and discussions
- build in on-going professional development

- guide students to find their passions and discover interests through volunteering outside school
- use the Blazek method of guiding projects (complete with rubrics and examples).

Blazek's CD of Digital Projects is available for $99 per CD, with licensing arrangements at different price points for small and large schools. Through an arrangement with Dr. Blazek, I can offer a sample of his CD for just $5 (that's my cost -- I pass the CD to you as part of the workshop). I'll show you one of the projects in my workshop and if you want to experiment with the sample CD, you'll pay $5 for the sample. You can make copies for your school to use the sample ... and you can contact Dr. Blazek for the complete list of projects at **mjBlazek@hotmail.com.** I endorse this list of projects wholeheartedly and I've seen how the list can be used in any classroom. Developed for his Social Studies and History courses, the CD's projects have applications in sciences, foreign languages, mathematics, grammar, art, drama, music, physical education and other subject areas. (The photo shows Blazek in his classroom, preparing his students for the next phase of a project.)

What do experts say about Blazek's CD of Digital Projects?

"Blazek has made it easy to use projects in the classroom. Rubrics, samples of what we're looking for in a good project, arranged in an easy-to-search Word document. It doesn't get better." -- Dennis Yuzenas, WhatDoYaKnow.com
West Palm Beach, FL

"This is good."

- Dr. Fischler, stated after viewing a prototype CD on 29 July 2011, Fort Lauderdale, Fla., abe.TheStudentIsTheClass.com

"I've been using projects to guide learning in my classroom for ten years and I've never seen a more organized system for communicating expectations and standards. I expect that Blazek's CD will spark a flood of imitators. I'm glad I purchased the original. I show the CD to students and the early adopters are discussing which project they will attempt within two minutes. The rest of the class is onboard within fifteen minutes. I have project-based learning in my classroom without making a lesson plan -- and the work is differentiated and the students have personalized the projects to meet their individual learning goals. Teaching just gets easier as I work smarter. Thank you, Dr. Blazek." - Steve McCrea, GuideontheSide.com, author of **Guide On the Side** (techniques for bringing projects to your classroom) and **Let's Lecture Less** (a quotations book with commentaries to "reset your mindset").

A Partial List of Recommended Websites and Videos

Go to www.GuideOnTheSide.com, look for "links" and start clicking.

For a list of projects that put these ideas into action, visit
www.WhatDoYaKnow.com
https://sites.google.com/site/letslectureless/examples-of-projects which is also found at TinyURL: http://tinyurl.com/lectureless

Enrique Gonzalez and the New Learning Institute have the elements in the Nightingale initiative. Learn more: **tinyurl.com/DDDlosangeles** and **tinyurl.com/DDDreport.**

Eric Mazur and "Confessions of a Converted Lecturer"

Katie Gimbar and the "flipped" classroom, fi.ncsu.edu/fizz

http://tinyurl.com/GuideOnTheSide for the larger book

www.QBEAcademy.net Will Sutherland's school.
www.EssentialSchools.org Ted Sizer founded this coalition.
www.MetCenter.org Dennis Littky's school.
www.CHADphila.org Charter High School of Architecture and Design, Philadelphia.

Thank you for welcoming the "Transforming Your Classroom" workshop in your school:
TALK School of Languages, Aventura, Florida.
(space is reserved to list more schools – please contact me at +1 954 646 8246 or VisualAndActive@gmail.com)

A Youtube channel
for every teacher who wants one

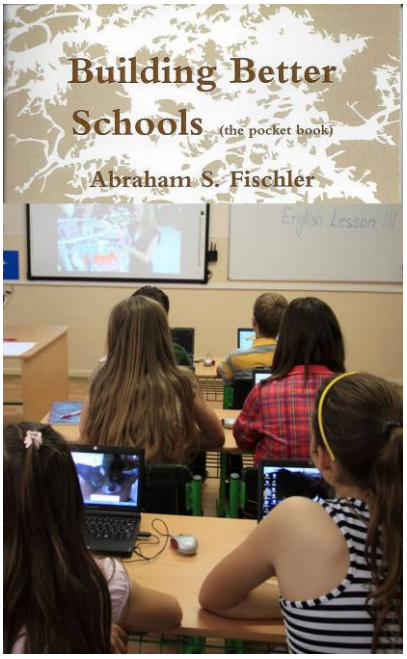
Do you know a principal who would like to host a free workshop?

The workshop takes about 15 minutes of group time and the rest is working with individual teachers (about 30 to 60 minutes each, depending on their level of interest) to create flipped classrooms).

The workshop "Transform Your Classroom" gives you:

a) Free ebooks
b) A Youtube channel (if you need one)
c) Guidance
d) Links to several "Flipped Classroom" communities of support

Free workshop (954) 646 8246 *(limited to 50 schools per year)*



We're offering the workshop free to collect testimonials from teachers at 50 schools before going statewide.

TransformTeaching.org
GuideOnTheSide.com

Get the power of the "flipped classroom" and personalization of your curriculum – a trainer is waiting to come to your school.

The workshop will give you access to the research that helped Enrique Gonzalez personalize the curriculum of his Los Angeles middle school.

1. FLEXIBLE GROUP SIZE: I can interact with up to 20 participants at a time.

2. COMPUTERS: It will help if we have access to computers and Internet, but it is not necessary.

3. MATERIALS: Free ebooks and Youtube videos.

4. PREPARATION TIME: Flexible. I'll work with your participants. If they have no time before the workshop, we can quickly bring participants up to speed.

5. TIME OF DAY: Flexible.

6. NUMBER OF MINUTES: The basic information is delivered either before the workshop (via youtube or email) or in the workshop (15 minutes for the basic information).

7. FORMAT of the WORKSHOP: Ten minutes of pre-workshop preparation is helpful, usually at least one day ahead, including a short email exchange with the trainer.

OUTCOME: Every teacher who wants a Youtube channel will have one to support a "flipped classroom."

8. FOLLOWUP: New information takes multiple exposures to transfer from working memory to long-term memory. We recommend a "2-7-30-90" follow-up plan.

Within 2 days: short email exchange with each participant.

7 days: email or telephone call to check about applying the techniques

30 days: optional "video visit" where the participant makes a few photos of the changes made in the classroom (with feedback from the workshop presenter)

90 days: optional email or phone call review. What additional techniques can be added or reinforced?

To bring this innovative program to your school, call 954 646 8246

Other workshops available: **"How to Start Using Digital Portfolios"**

I decided to stop lecturing several years ago and my students have been active and engaged in class ever since. But once in a while I slip back into that lecturing habit, and the minute I do, my students also slip back into that stupor that made me abandon the practice in the first place. James Zull (2002)

The Art of Changing the Brain, page 127

EXPECTATIONS:

1. The participant (you) is expected to describe at least two ways to promote transformation in schools.

2. The participant (you) is expected to end the workshop with a summary of at least one way to share what is discussed in Fischler's ebook (available at Transform-Education.com). Participation in the SystemicChange.wordpress.com commentary is optional.

We have two important policies:

a) We ask you to join us in looking carefully at our unexamined assumptions. It is very difficult to inspect our "intuitively appealing beliefs," as Dr. Richard E. Clark calls them.

b) We ask you to make a video or take pictures BEFORE and AFTER the workshop. Send at least one example of your new lessons – in action, with at least ten minutes of audio. ***"Perform your understanding"*** (using Howard Gardner's phrase) and show us how you have put the new principles into action.

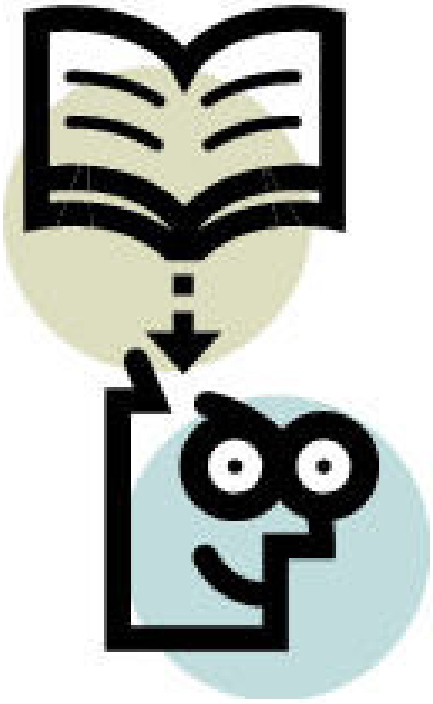
The workshop is just the beginning…

What about the "follow up" to the workshop?

2 – 7 – 14 – 30 – 90 Follow Up

2 days: "What do you remember from the first meeting? What do you plan to use in your next class?"

Make a BEFORE and AFTER video



7 days: "What did you use?" and "How did your first flipped class go?"

14 days: "How did your second flipped class go?" and "What thoughts do you have about the articles you've read recently?"

30 days: "How is it going?" and "What have you thought about recently?"

90 days: "What do you want to learn next?"

Workshops that make a difference:
VisualAndActive@gmail.com

What will it take for you to contact a local school director?

What will it take to move you to act?

"They (teenage boys) don't really listen to speeches or talks. They absorb incrementally, through hours and hours of observation."
– Rob Lowe, *Stories I Only Tell My Friends*

What words could I type to move you to look up a phone number and ask, "How can I help?"

What quotation should I put on this page?

The photo on this page comes from Lucinda, who invites you to practice English with her by writing to her email address: molu1314@126.com

What photos will move you to search for the email address of a local school or the phone number of an after-school program?

"I am not a teacher, but an awakener."
– Robert Frost

What will it take to inspire you to be the mentor that you were born to be?

"Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."
– Plato

OLD: Tell the students, "Do this."

NOW: Ask the students, "What do you think?"

OLD: Say, "Listen to this."

NOW: "Find something that you like listening to."

OLD: "You need to use these tools."

NOW: "Use a pen, a pencil, a computer or whatever. It's your choice."

OLD: "Follow these steps..."

NOW: "How are you going to do this?"

OLD: "Follow this pattern."

NOW: "Make something that you want to own."

OLD: Student says, "I know this." Teacher replies, "You need the practice. Do it again."

NOW: "If you know this, try what you want to do."

OLD: "Turn to page 45."

NOW: "What do you want to read today?"

OLD: Teacher says: "You failed the test."

NOW: "We learn from our mistakes. Would you like to review what you missed and then take the test again next week?"

OLD: "That is not allowed" or "We can't do that, we don't have the money."

NOW: "How we can do this?"

OLD: "Use these words to fill in this worksheet."

NOW: "Work together, create something with these words."

OLD: "We have to use the textbook."

NOW: "Who wants to find a video?" or "Who wants to make a webpage?"

OLD: "Turn to your partner."

NOW: Who wants to use Skype to do a project with a student in China?

OLD: Lecturing to the class: "Prepare to take notes. There will be a test on Friday."

NOW: Ask students to lead discussions.

OLD: Talking to the students in class.

NOW: Teacher makes a video, puts it on Youtube and asks the students to watch it. Then have a discussion the next day about the short video.

OLD: "This is a test. Do not look at anybody's work."

NOW: "Work with your team to solve the problem."

OLD: "That is not in today's lesson plan."

NOW: That's a good idea. Do you want to start working on it now or tomorrow? OLD = the way many of us were taught. NOW = the way teachers organize classrooms at MetCenter.org, venspire.com, CHADPhila.org, oapb.org, WhatDoYaKnow.com, hightechhigh.org; these procedures can be found in *The Big Picture: Education is Everybody's Business* by Dennis Littky and on the Internet at youtube.com/BPlearning.

What do you get when you *"Transform Your Classroom"?*

→ The Sizzle

The "Flipped Classroom"

getMany teachers take the training to get started with a Youtube channel and to learn from trainers who have years of experience in using videos to support the classwork.

The Posters

The students and anyone who enters the classroom will be carried along toward a collaborative mindset by looking at your classroom walls. The quotes are pulled from Dr. Fischler's quotes and commentaries book.

The Free Ebooks

Get 200 free ebooks without spending hours downloading them? Why not?

→ The Foundation

Dr. Fischler's Commentaries

Repeated exposure to the commentaries will cause brain growth. If driving a taxi in London can cause additional neurons to sprout, why not the words of pioneers of education?

The "Free Online Quote Course"

You'll get more out of the *"Transform Your Classroom"* workshop if you have already taken the free Online Quote Course. Find it at TransformTeaching.org.

→ The Meat

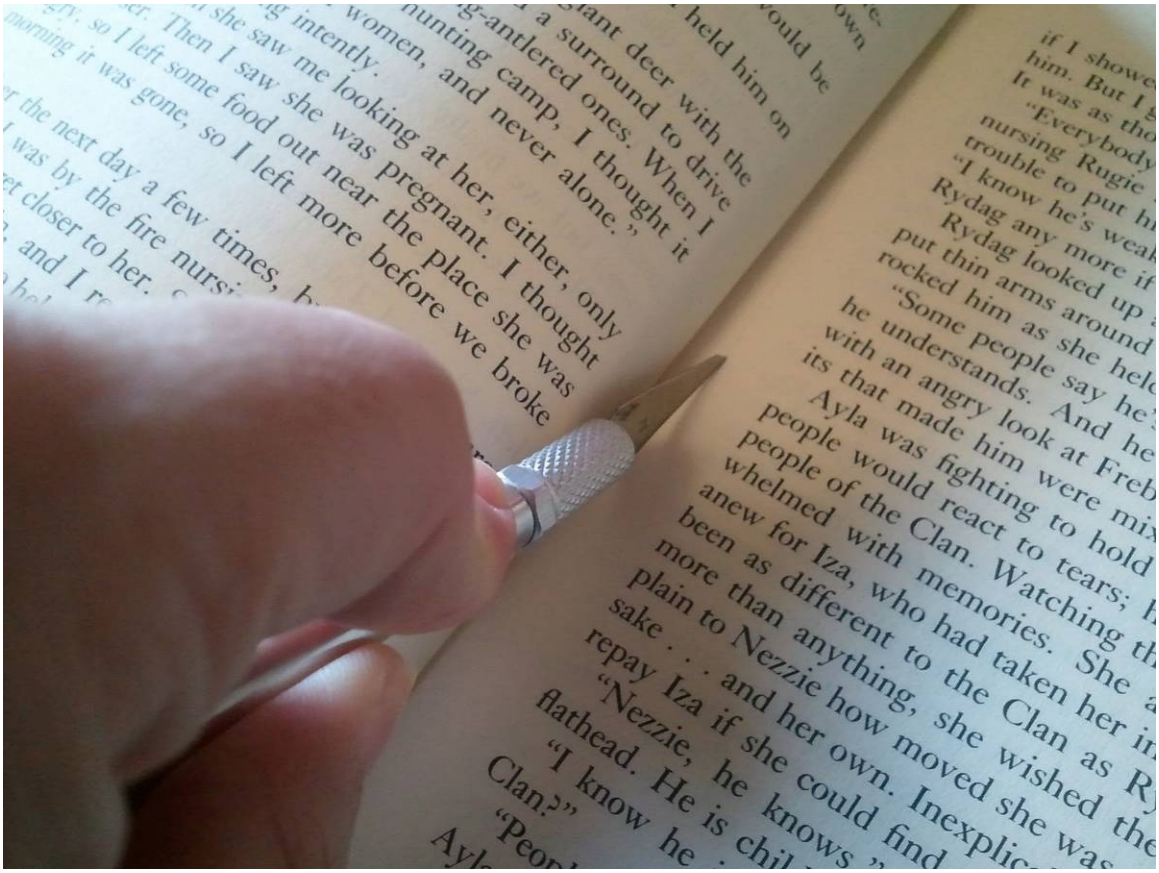
Articles by Richard E. Clark (and others)

We recommended that you read materials about working memory, how the brain learns and "automated knowledge." People who want to become better teachers read these articles. The growing list of links is maintained at TransformTeaching.org and you are invited to get started.

A Wall for "Comments about Quotations"

The following pages are some of the posters that we give to participants in the "Transform Your Classroom" workshop. You are encouraged to distribute these posters in your school. Why not start a "comments" wall where students, teachers, principals and parents (and other outside mentors) post their rewordings of these quotations?
You can download these posters from scribd.com at http://www.scribd.com/doc/103265841/POSTERS-in-COLOR-Fischler-Quotes-to-Become-an-Agent-of-Change.

Note: Get a razor blade or a sharp knife. Go ahead: Cut the pages from this book.



Source: an image found at http://thelabunskis.blogspot.com/2011/10/book-page-chrysanthemum-tutorial.html

You are an agent of change

If you want to see change in education, you have to do it (not just talk about it).

You have to bring a group of people together. It's going to take years of commitment, argument and debate.

You have to demonstrate that you are producing a product that we need.

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

Visit BIBPenpals.com

Youtube.com/BIBpenpals

Here's someone who wants to
practice English by Skype,
Facebook and email:

Paloma in Brazil:
paloma_ortegas@hotmail.com

The culture in a school starts at the top and filters down.

Does information flow both ways?
Do students sometimes teach their teachers about how to use features of new technologies?

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

Visit BIBPenpals.com

Youtube.com/BIBpenpals

Here's someone who wants to
practice English by Skype,
Facebook and email:

France: benjamin.dumay@hotmail.fr

Time is a variable.

Arbitrary learning within fixed time periods can be eliminated, i.e., no 1st, 2nd, 3rd, etc. grades.

Students can be grouped with materials appropriate to their learning level using the computer assisted instruction (CAI) approach for English and math, and projects for other subjects. The projects given to the students match are related to the students (their interests and their lives). For example, in 3rd grade, how would you study the amount of water that a plant needs to grow? Rather than studying history through memorization and chronology, it can be studied through problems based on the immediate environment for younger children and more abstract concepts in later grades.

This poster was made by students who turned a NASA document into everyday language.
"Baseload Space-Based Solar Power" become "Electricity from Space."
The lesson plan is found on SPacePathAhead.com, a non-profit organization.

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

Visit BIBPenpals.com

Youtube.com/BIBpenpals

Here's someone who wants to practice English by Skype, Facebook and email:

Falvia (Brazil) fla_martins_88@hotmail.com

Time is a variable.

Learning within fixed time periods can be (no 1st, 2nd, 3rd, etc. grades.

Instead, **students can be grouped with materials appropriate to their learning level** using the computer assisted instruction (CAI) approach for English and math, and projects for other subjects. **The projects given to the students are related to the students** (their interests and their lives).

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Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

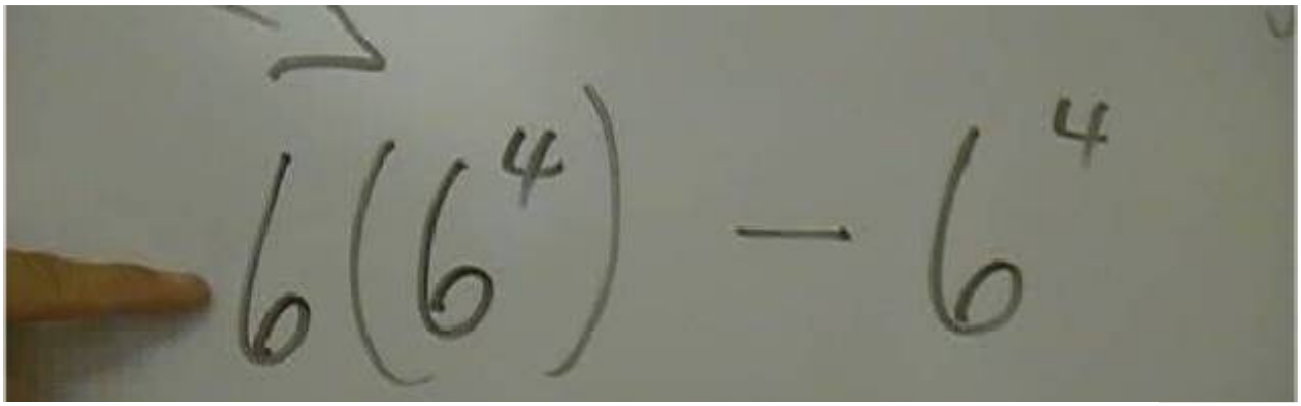
Visit BIBPenpals.com

Youtube.com/BIBpenpals

Here's someone who wants to
practice English by Skype,
Facebook and email:

Christian612@web.de
bicycle enthusiast in Germany

Math is a language.



Math is a way of
using a lot of synonyms.
One quarter is like
25 out of 100 or 41 out of 164.
We need to be flexible.

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

Visit BIBPenpals.com

Youtube.com/BIBpenpals

Here's someone who wants to
practice English by Skype,
Facebook and email:

Facebook: ahmad.alzahri Saudi hospital administrator

Suspend judgment.

Is the goldfish dead?

Or did the teacher inject the fish with a sedative?

When he was observed to become certified to teach in New York schools, Dr. Fischler asked a group of students to look at the tail of a "dead" fish under a microscope. When they saw the blood flowing, this "discrepant event" helped the students see that they had assumed that the fish was not alive.

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EdutechFoundation.net • abe.TheStudentIsTheClass.com

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Here's someone who wants to
practice English by Skype,
Facebook and email:

A professor in Brazil who wants to
practice several languages
Jaluif@yahoo.com.br

We can reset the mindset.

From "listen to the teacher"...

... to "let's work in teams."

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Here's someone who wants to
practice English by Skype,
Facebook and email:

abdalnofal@gmail.com
a teacher in Saudi Arabia

17 Principles of Effective Instruction

The following list of 17 principles emerges from the research discussed in the main article. It overlaps with, and offers slightly more detail than, the 10 principles used to organize that article.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

From "Principles of Instruction" by Barak Rosenshine.

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Here's someone who wants to
practice English by Skype,
Facebook and email:

Lucinda in China

molu1314@126.com

An excerpt from an email message by Lucinda:
i appreciate the critical spirit of the students in US. i hope i have that spirit when i face a problem which is proved to be right or wrong. the universities in china make me feel disappointed because the courses are just teaching you to say "yes", but not to think deeply. so if possible, i will attend school in USA.

Science is a verb

A science lab is a place for action, not just memorization

(Boca Prep International, Florida)

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Here's someone who wants to practice English by Skype, Facebook and email:

SKYPE: eta1232002 an engineer in Egypt

The student is the class

Dennis Yuzenas (WhatDoYaKnow.com) encourages his high school students to bring their computers into his classroom to do projects, search the Internet and collaborate in teams.

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Here's someone who wants to
practice English by Skype,
Facebook and email:

Tamara in Brazil: tamara_fernandes@hotmail.com

What do you want to talk about?

Commentary: The culture of the classroom changes from "Get out pen and paper. Take notes. Prepare for a test on Friday." The new culture is, "Hey, are you going to mention that website about making electricity from space? How about that Facebook group to become a cultural ambassador?"

Students arrive in class expecting to participate.

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Learn more at EdutechFoundation.net, Transform-Education.com and abe.TheStudentIsTheClass.com.

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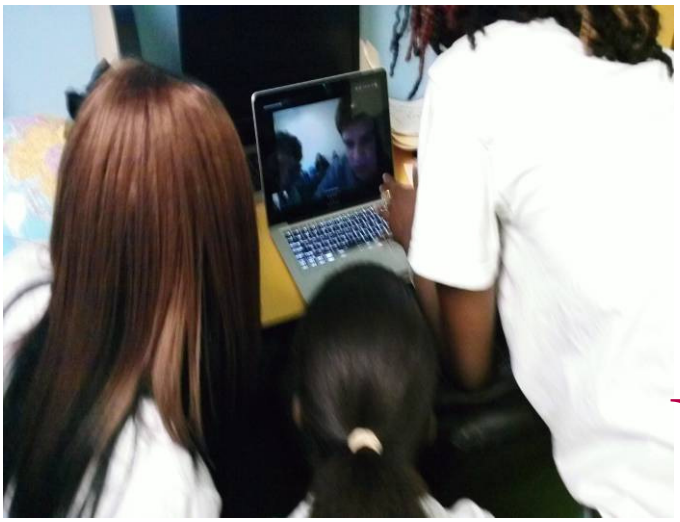
Here's someone who wants to practice English by Skype, Facebook and email:

From India, living in Birmingham, England:

wardagemini@hotmail.com Skype: warda12770



Students in Fort Lauderdale, Florida talk on Skype with students in Florianopolis, Brazil.

To arrange these sorts of discussions, go to Youtube.com/BIBPenpals.com. Get additional information at BIBPenpals.com

What do you want to discuss?

Commentary: A person who wants to "talk about" something often wants to give a short lecture or presentation. When we ask about a discussion, this means **we are ready to listen to other people**. The classroom of the future works best when students arrive ready to discuss. Get a free ebook at TransformTeaching.org.

Learn more at EdutechFoundation.net, Transform-Education.com and abe.TheStudentIsTheClass.com.

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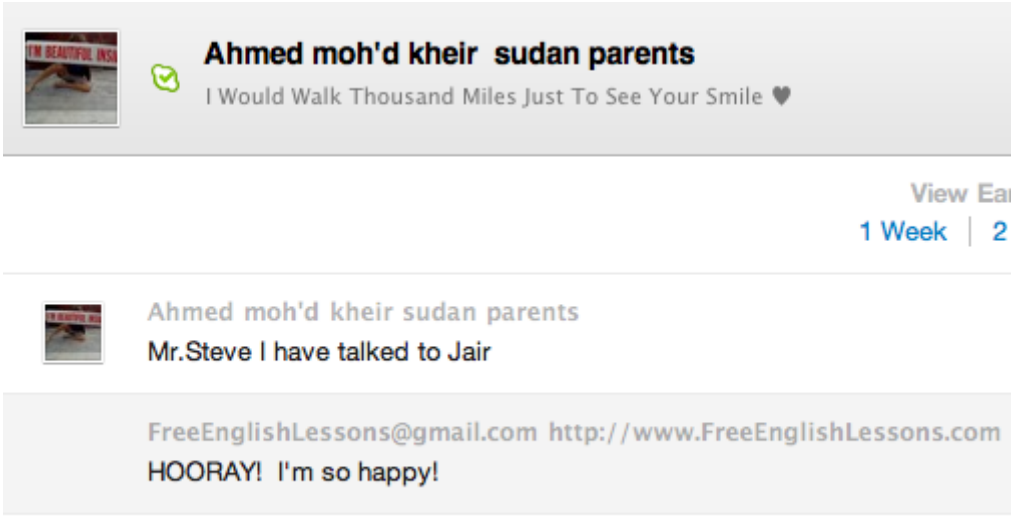
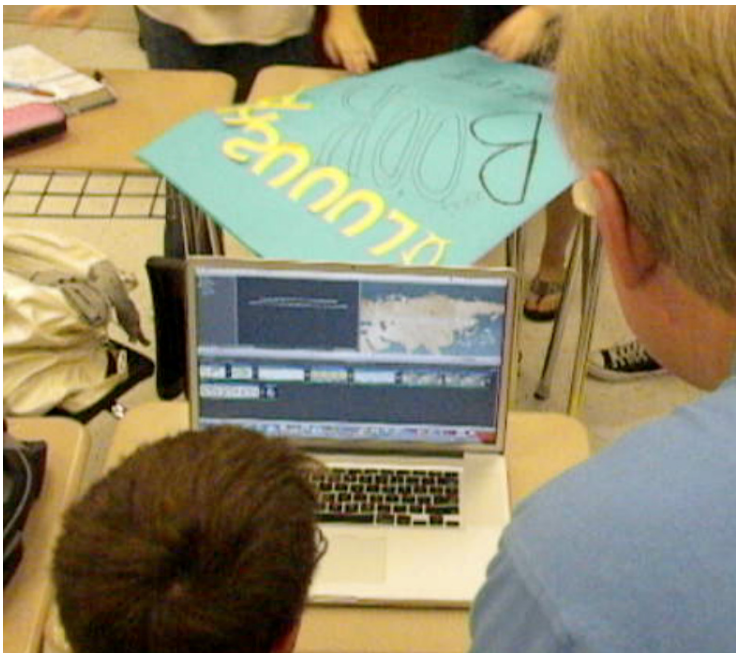
Here's someone who wants to practice English by Skype, Facebook and email:


Ahmed moh'd kheir sudan parents
I Would Walk Thousand Miles Just To See Your Smile
View Ea
1 Week | 2
Ahmed moh'd kheir sudan parents
Mr.Steve I have talked to Jair
FreeEnglishLessons@gmail.com http://www.FreeEnglishLessons.com
HOORAY! I'm so happy!

What do you want to learn today?

Commentary: The culture of the traditional classroom is *"This is math class. We don't talk about history or foreign languages in here."* Oh? In the school of the future, we start with the student. What is the student interested in learning today? **We can find mathematics in history, chemistry in English literature, physics in Spanish, and foreign languages in almost any subject.**



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Here's someone who wants to
practice English by Skype,
Facebook and email:

About Me

A Computer Tech. Fan with Tendency to Networking, Net Security and Web tech. Topics.
Likes logical philosophies. Sports (Specially Boxing).

Novin Shahroudi
Offline

Skype novinshahroudi
Mobile +989386317212
Add Number

Location Tehran, Tehran, Iran
Time 13:21 (GMT+3.5)
Homepage www.novinshahroudi.ir
Gender Male
Birthdate Jul 27, 1993
Language Persian

Skype: Novinshahroudi mng.n.2006@gmail.com

The Student is the class.

Commentary:

The cure for "boring" is "individual attention."

If teachers know the goals of each individual, then every student can have an Individual Education Plan (IEP) and **the school work can evolve to meet the passions and skills** that individuals want to develop. **Classroom projects** can match the interests of students. **Discussions** can grow from whatever students bring to class.

Get a free ebook at TransformTeaching.org.

Learn more at EdutechFoundation.net, Transform-Education.com and abe.TheStudentIsTheClass.com.

Visit BIBPenpals.com

Youtube.com/BIBpenpals

These are sincere people who have sent us

many requests for conversation practice:

Thailand: m555kennel@gmail.com

Here is a photo from China (sent by Lucinda)

this is the path to my home. it's little dark and damp, but i love it

Why not write to her and send some photos of your city?

Let's lecture less
Let's find out what the students need
Let's find out what the students want to learn

More learning is taking place in this picture than when I'm lecturing.
(Library at Boca Prep International, bocaprep.net).

This book has been organized to shift you from "a receptive learner" (passive) to "a participating learner" (active). For tips about how to bring projects and discussions into your classes, visit www.GuideOntheSide.com.

Please visit www.VisualandActive.com. You'll see a list of several teachers who share the philosophy of "let's lecture less."

So, invite someone from the Visual and Active team to your school. You'll receive a free audio CD. FreeEnglishLessons@gmail.com

Airplane Book
A Quick Read ™